

## Creating a Lesson based on Understanding by Design

Unit Title: \_\_\_\_\_ Grade Level/Course: \_\_\_\_\_

Lesson Topic: \_\_\_\_\_

**Whether we are developing a unit or a particular lesson, the following areas of the UbD framework need to be considered. It is important to remember that a particular lesson is a subset of a unit. Therefore, the lesson should reflect and incorporate key components of the unit plan. In particular, the lesson should address the following.**

- ❖ **Established Goals [Standards]** -- as related to this particular lesson.

Here you will want to identify the specific goal (or power standard) from your unit plan that is being addressed in this lesson.

- ❖ **Technology Standard(s)** - as related to this particular lesson.

Because the emphasis of this lesson is “the integration of technology” you should identify which of the technology standard(s) is being met. See the attached sheet for the National Technology Standards and the Technology Standards found in the Ohio Academic content Standards.

- ❖ **What Essential Questions will be considered** -- as related to this particular lesson?

Essential questions are provocative and arguable and are designed to guide inquiry into the big ideas or topic being studied. The essential questions being included here are “topical.” These questions are more subject and topic specific. While reflecting and/or flowing from the “overarching” essential questions found in the unit plan, these questions guide the examination of Big Ideas and processes within a particular topic or lesson within a unit. For example: *In what ways are the effects of the Civil War still with us?* Or *What mathematical methods provide the fairest rankings?*

- ❖ **What understandings are desired** -- as related to this particular lesson?

The understandings specify what we want students to come to understand about the big idea or topic that is being addressed in this particular lesson. For example: *There are various mathematical means for reaching “fair” decisions.* Or *The legacy of the Civil War is still felt in regional differences, in national and regional politics, and matters of cultural values.*

- ❖ **What key knowledge and skills will students acquire** as a result of this lesson?

These are the discrete objectives that we want students to know and be able to do.

- ❖ **What understandings or goals will be assessed** through

Authentic performance tasks...

Other evidence that might be collected...

Student self-assessment and reflection...

Here we want to obtain valid, reliable, credible, and useful evidence. There should be a tight alignment between the desired results we seek and the evidence we plan to collect. This phase of our planning should answer the following questions: 1. *Are students asked to exhibit their understanding through authentic performance tasks?* 2. *Are appropriate criteria used to judge student products and performance?* 3. *Are a variety of appropriate assessment formats provided as additional evidence of learning?* And 4. *Are students encouraged to self-assess?*

- ❖ **What sequence of teaching and learning experiences will equip students to engage with, develop, and demonstrate the desired understanding(s)? How will technology be integrated/infused into the lesson?**

This is the heart of the lesson plan. Here we consider the instructional strategies and learning experiences needed to achieve the desired result (understand, know, and be able to do) as reflected in the assessment evidence to be gathered. We also identify how technology will be used in the teaching and learning experiences. The activities are planned to develop the targeted understandings and the knowledge and skills identified and to equip students for the performance tasks identified in the assessment phase of the planning.

- ❖ **What resources and materials are available to assist in developing student understanding...how will they be used?**

In this section of the lesson plan, various resources are identified. These resources may be web sites, software, artwork, primary sources, etc. Materials (equipment) needed to teach the lesson are also identified.

**Resource:** McTighe, Jay and Grant Wiggins. 2004. *Understanding by design: Professional development workbook*. Alexandria, VA: Association for Supervision and Curriculum Development.

<b>Unit Title:</b>		<b>Grade Level/Course:</b>
<b>Lesson Topic:</b>		<b>Timeframe:</b>
<b>Established Goal [Standard]:</b>		<b>Technology Standard:</b>
<b>Essential Question(s):</b>		<b>Desired Understanding(s):</b>
<b>Students will know:</b>		<b>Students will be able to do:</b>
<b>Product or Performance Task:</b>	<b>Other Evidence:</b>	<b>Self Assessment/Reflection:</b>
<b>Teaching/Learning Sequence (showing the integration/infusion of technology):</b>		
<b>Resources (Web sites, Software, etc</b>		
<b>Materials/Equipment Needed:</b>		